

MELlichAMP ELEMENTARY

350 Murray Rd
Orangeburg, SC 29115

GRADES K-5 Elementary School

ENROLLMENT 274 Students

PRINCIPAL Beverly Stroman-Spires 803-534-8044

SUPERINTENDENT Melvin Smoak 803-534-5454

BOARD CHAIR Melvin Crum 803-534-5454

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	11	53	48	3

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Good	Below Average	Yes

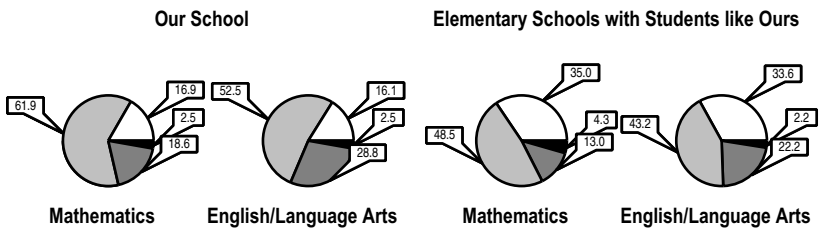
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

67.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	126	99.2	15.4	53.0	29.1	2.6	43.6	Yes	Yes
Gender									
Male	51	100.0	17.8	53.3	26.7	2.2	35.6		
Female	75	98.7	13.9	52.8	30.6	2.8	48.6		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African-American	125	99.2	15.5	52.6	29.3	2.6	43.1	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	95	99.0	7.9	57.3	31.5	3.4	48.3		
Disabled	31	100.0	39.3	39.3	21.4	0.0	28.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	126	99.2	15.4	53.0	29.1	2.6	43.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	126	99.2	15.4	53.0	29.1	2.6	43.6		
Socio-Economic Status									
Subsidized meals	116	99.1	15.9	54.2	28.0	1.9	43.0	Yes	Yes
Full-pay meals	10	100.0	10.0	40.0	40.0	10.0	50.0		

Mathematics - State Performance Objective = 15.5%									
All Students	126	100.0	16.9	61.9	18.6	2.5	34.7	Yes	Yes
Gender									
Male	51	100.0	20.0	64.4	15.6	0.0	28.9		
Female	75	100.0	15.1	60.3	20.5	4.1	38.4		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African-American	125	100.0	17.1	61.5	18.8	2.6	34.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	95	100.0	11.1	63.3	22.2	3.3	42.2		
Disabled	31	100.0	35.7	57.1	7.1	0.0	10.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	126	100.0	16.9	61.9	18.6	2.5	34.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	126	100.0	16.9	61.9	18.6	2.5	34.7		
Socio-Economic Status									
Subsidized meals	116	100.0	17.6	61.1	20.4	0.9	33.3	Yes	Yes
Full-pay meals	10	100.0	10.0	70.0	0.0	20.0	50.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	40	100.0	20.0	43.3	33.3	3.3	36.7
	Grade 4	51	100.0	24.4	56.1	17.1	2.4	19.5
	Grade 5	58	100.0	57.1	42.9	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	41	97.6	12.5	37.5	42.5	7.5	50.0
	Grade 4	39	100.0	30.8	51.3	17.9	N/A	17.9
	Grade 5	46	100.0	10.9	73.9	15.2	N/A	15.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	40	100.0	16.7	50.0	30.0	3.3	33.3
	Grade 4	51	100.0	26.8	63.4	9.8	N/A	9.8
	Grade 5	58	100.0	40.8	51.0	6.1	2.0	8.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	41	100.0	9.8	65.9	22.0	2.4	24.4
	Grade 4	39	100.0	28.2	48.7	23.1	N/A	23.1
	Grade 5	46	100.0	17.4	69.6	8.7	4.3	13.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 274)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	4.3%	N/A	3.5%	2.7%
Attendance rate	96.8%	Up from 96.6%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	15.2%		6.6%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	13.5%		5.8%	3.5%
Eligible for gifted and talented	5.2%	Up from 3.4%	5.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.9%	Up from 7.3%	8.0%	8.2%
Older than usual for grade	4.4%	Down from 5.5%	2.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 27)				
Teachers with advanced degrees	66.7%	Up from 53.1%	48.0%	51.4%
Continuing contract teachers	70.4%	Up from 65.6%	79.5%	87.5%
Highly qualified teachers**	95.2%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	0.0%		3.6%	0.0%
Teachers returning from previous year	85.7%	Up from 79.3%	82.2%	86.7%
Teacher attendance rate	93.8%	Down from 96.1%	94.7%	94.9%
Average teacher salary	\$40,149	Up 1.1%	\$39,121	\$40,760
Prof. development days/teacher	14.1 days	Down from 15.0 days	13.4 days	12.4 days

School				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	15.6 to 1	Up from 8.2 to 1	17.1 to 1	18.9 to 1
Prime instructional time	88.1%	Down from 90.9%	89.0%	90.0%
Dollars spent per pupil*	\$8,931	Down 8.1%	\$7,020	\$6,044
Percent of expenditures for teacher salaries*	68.6%	Up from 67.8%	63.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.7%	Up from 97.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	93.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Mellichamp Elementary School is a school-wide Title I school serving 333 students in pre-kindergarten through the fifth grades with 99 percent minority and 99 percent poverty ratings. Mellichamp houses five self-contained district special education classes for pre-schoolers and autistic children. Our School Renewal Plan is annually updated with concentration on literacy, mathematics, science, social studies, and parenting. Staff development for faculty, staff, and administrators reflects these targeted academic areas.

Our students are steadily making gains as documented through the Palmetto Challenge Achievement Test (PACT). On the 2003 PACT English language arts portion, Mellichamp exceeded the district average in grades three and four and the state average in grade four. The third, fourth, and fifth grades exceeded the district math average on the 2003 PACT with the third grade exceeding the state in math.

Consequently, academic assistance is vital and includes in-school tutoring for all students in grades two through five who are on Academic Improvement Plans. Summer school is required for all students in kindergarten through fifth grades who are not meeting grade level standards as determined by PACT or teacher judgment. Students scoring Basic, Proficient, and Advanced have the unique opportunity to attend an academic enrichment Saturday Academy during the last school semester. Identified gifted and talented students in grades three and four attend a weekly pull-out program while fifth graders daily attend a magnet school for the academically gifted.

Home communication continues to be a top priority since parents are an important link in our students' academic successes. There is a fall and spring Parent Conference Day for parents, students, and teachers to meet and discuss students' current academic progress. According to the 2003-04 Needs Assessment Survey, over ninety percent of the responding parents were pleased with Mellichamp's expectations, challenging academics, and administrative leadership/communication.

In 2003-2004, Mellichamp Elementary School was selected as one of twelve South Carolina schools to pilot a State Improvement Grant through the State Department of Education. This five-year grant focuses on the improvement of behavior and reading through intensive staff development. Our first year concentrated on student behavior and produced schoolwide students expectations, rewards, consequences, and teaching matrix. Also, teachers in kindergarten and first grades received intensive training in early literacy strategies and assessment. Mellichamp's State Improvement Grant leadership team received additional behavior and reading training in June 2004 in order to implement the second year of the grant. It is indeed an honor to participate in this rigorous, continuous, and researched based grant!

In 2004 Mellichamp Elementary School was recognized nationally for its exemplary career guidance program designed to prepare children in workforce development.

Beverly Stroman-Spires, Principal

Sharon Colter, SIC

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	34	39	35
Percent satisfied with learning environment	93.9%	92.3%	88.6%
Percent satisfied with social and physical environment	97.0%	87.2%	87.5%
Percent satisfied with home-school relations	32.4%	89.7%	79.4%

*Only students at the highest elementary school grade level at this school and their parents were included.